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ABSTRACT

This manual describes the Experience Based Career Education (EBCE) program at Hagerstown Junior College (HJC) as a model for community colleges interested in implementing a community-based career exploration program. The first sections of the manual present background information on the program and HJC. Next, the components of the EBCE program are described, including a career exploration course providing work-site experience, a career planning course offering weekly seminars in systematic career planning, and individualized academic courses in which students learn through work-site experience. Next, a section on community cooperation covers methods of site recruitment, development, and evaluation and reviews some employer concerns. Student recruitment techniques, entry interviews and orientations, site placement methods, career exploration course requirements, and procedures for student program evaluation are considered next. Aspects of program management are then detailed, including student selection and registration, staffing, institutional communication, evaluation, and budgeting. Special program features such as the Community Advisory Committee, year-end reception, and program flexibility are discussed prior to the presentation of considerations for program implementation. The manual then presents a checklist for a program feasibility study. The extensive appendices include course syllabi, guides for staff and students, an organizational chart, and a resource person questionnaire. (KL)

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EXPERIENCE BASED CAREER EDUCATION

...the College Experience

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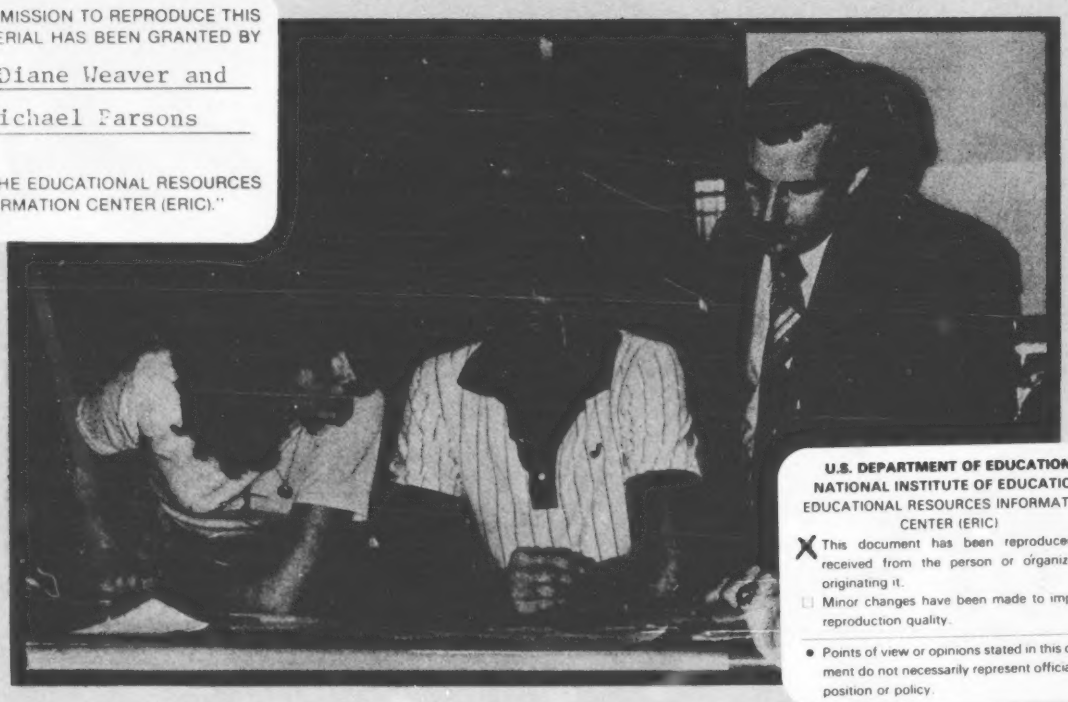

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A PROGRAM MANUAL FOR DEVELOPMENT AND MANAGEMENT OF COMMUNITY BASED CAREER EXPLORATION AT THE COLLEGE LEVEL

HAGERSTOWN JUNIOR COLLEGE
HAGERSTOWN, MD 21740

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The EBCE Coordinator also wishes to acknowledge the contributions of:

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- HJC faculty members: Mr. Vaughn Crowl, Associate Professor of Psychology; Dr. Ronald Kepple, Associate Professor of Psychology and Sociology; Mrs. Dixie LeHardy, Instructor in English and Communications; and Mr. John Ziegler, Assistant Professor of Business Administration, who developed alternative academic courses for EBCE students.

- The EBCE Community Advisory Committee, which provides guidance and direction to the EBCE program.

- Mrs. June E. Warner, who typed this manual and who provides clerical support for the EBCE program.

- Dr. H. Eugene Hall of the Regional Education Service Agency of Appalachian Maryland, who has provided guidance to the program and who reviewed the draft of this manual.

- Former, current and future EBCE students, whose needs the program was designed to meet and from whose experiences the program learns and grows.

Diane Weaver
EBCE Coordinator
Hagerstown Junior College

PREFACE

A trend which is becoming increasingly apparent for the 1980's is the importance of community colleges and industry cooperating for mutual benefit. This trend, while not unique, will require a modification in outlook by many institutions.

Hagerstown Junior College is fortunate because it has been developing experiential education for the past four years. EBCE is an ideal blending of experiential education and linkages with business and industry. The College's EBCE program manual details the strategies necessary to form experiential linkages to the College's business and industry community. The program has been eminently successful for Hagerstown Junior College. I recommend it to any institution seeking to form these linkages. The result will be the realization of Dr. Dale Parnell's (President, American Association of Community and Junior Colleges) mission for the community colleges--OPPORTUNITY WITH EXCELLENCE.

Dr. Michael H. Parsons
Dean of Instructional Affairs
Hagerstown Junior College

INTRODUCTION

In 1971, The National Institute of Education commissioned four regional educational laboratories* to design and test models for alternative, experiential career education at the high school level. The four laboratories developed varied programs which would expose students to the world of work by combining classroom experiences with systematic career exploration in the community.

By the middle seventies, the concept of experienced based career education was being implemented in many high schools across the country. Several colleges began to realize that with some adaptation the experience based model could be useful at the post-secondary level.

Stated simply, the idea of experience based career education (EBCE) is that in order to make appropriate career decisions, many students need career education beyond the classroom. EBCE variations are numerous, but the one thing all EBCE programs have in common involves a systematic, structured method for students to explore careers in their communities. The goals are to help students make informed career choices and to give them exposure to the world of work.

That EBCE programs work well at the high school level has been established. Given the obvious differences between high schools and colleges, the efficacy of EBCE for college students would have to be demonstrated. Certainly colleges, particularly community colleges, are faced with students who are unsure of their future plans, mid-life career changers, and a vast influx of women entering or re-entering college on their way to the workforce. If EBCE could work at the high school level, it might possibly work even better at the post-secondary level or in some type of joint programming effort.

This manual presents the method by which Hagerstown Junior College developed and implements its career exploration program. With the realization that each institution is unique, the manual will present a foundation for developing and implementing the program. Readers are encouraged to use supplemental materials from one or more of the four educational laboratories, or to arrange for in-service training if full-scale implementation is considered.

*Appalachia Educational Laboratory, Charleston, West Virginia
Research for Better Schools, Philadelphia, Pennsylvania
Northwest Regional Laboratory, Portland, Oregon
Far West Laboratory, San Francisco, California

ABOUT THE COLLEGE

Hagerstown Junior College is a two year public community college with an enrollment of 875 full-time and 1,222 part-time students.* The College serves the geographic area of Washington County, Maryland (population 100,000) and adjacent communities in Pennsylvania and West Virginia.

HJC offers transfer curricula, two-year career programs and community services courses. Student services include developmental studies, job placement, academic, career and personal counseling, and a program for homemakers entering or returning to college.

Hagerstown Junior College is accredited by the Middle States Association of Colleges and Secondary Schools.

*Enrollment data from Spring semester 1981.

EXPERIENCE BASED CAREER EDUCATION

AT

HAGERSTOWN JUNIOR COLLEGE

Overview

In early 1978, a feasibility study was begun to determine whether the Appalachia Educational Laboratory (AEL) model for EBCE could be successfully adapted for college students at Hagerstown Junior College. An in-depth study was conducted by Dr. Joseph F. Malak and Mr. Morris H. Willey of Frostburg State College in conjunction with RESA staff and revealed that Hagerstown Junior College possessed both the administrative and faculty support necessary for a community based, alternative career exploration concept. The study also concluded that the Washington County area was rich in potential experience sites. A one year planning grant proposal was then submitted to and accepted by the Regional Education Service Agency (RESA) of Appalachian Maryland, and a program coordinator was hired. The program was refunded with Appalachian Regional Commission (ARC) support in 1979, 1980 and 1981. During the 1981 funding year, the College began steps to assume total responsibility for the program, to assure that the program would survive the termination of federal funding support. This was accomplished through the transfer of the program from the Academic to the Student Affairs Division of the College, a move which enabled the program to exist as an ongoing effort of the counseling staff.

To make the EBCE concept work in reality, a comprehensive system was developed, involving resources of the College as well as the community. The system includes several components, i.e., Curriculum, Community, Students, Program Management, and Special Program Features and Considerations.

Curriculum

The EBCE curriculum involves three facets: the career exploration course, the career planning course, and individualized academic course offerings.

Career Exploration

The career exploration course is a one semester, three credit, individualized course designed to provide structure for students' community site experiences. Its content was approved by the academic divisions of the College, the Curriculum Committee and the Faculty Senate. The course is "housed" in the Social Science division, and its three credits may be used as elective credit toward graduation. All EBCE students are required to take this course. (See Appendix A for course outline.)

Career Planning

The career planning course is a one credit weekly seminar which existed prior to EBCE's development. It is designed to provide an opportunity for EBCE students to learn systematic career planning techniques, as well as a chance to share their experiences with other EBCE and non-EBCE students. The course may be taken either before or at the same time as a student's EBCE semester. (See Appendix B for course outline.)

Academic Offerings

The third curriculum element is the academic component. In AEL's original model, EBCE was seen as a total academic delivery system. In other words, EBCE students would receive instruction in all subjects through use of the inquiry method at their various community site placements. In this exciting system, students would apply concepts and theories learned through study to the "real" world. At the college level, the concept of a total alternative to the usual academic delivery system would have been difficult to conceive and almost impossible to implement. Rather than completely lose the idea however, HJC opted to adapt several regularly offered academic courses to the inquiry model and to make them available as options to EBCE students.

Several faculty members agreed to adapt courses to the inquiry model and to work tutorially with students. The courses offered in this fashion are English Composition, Business Organization and Management, Human Growth and Development, and Introduction to Communications. Students may take one or more of these courses, and they must complete the same course objectives as students who are traditionally enrolled. However, the ways in which they meet those objectives may be quite different.

For example, students enrolled in English Composition learn directly how English is used in the careers they are exploring. Business Organization and Management students may observe firsthand how a corporation is organized. (See Appendix C for a course adaptation example.) (Consult Models of Teaching, by Bruce Joyce and Marsha Weil, Prentice-Hall, Inc., for more information on the inquiry method of instruction.)

The Community (Refer to Appendix D, Site Management System)

Crucial to the success of any experience based program is the cooperation of community organizations and employers. For the program to work, employers must understand the nature of career exploration and be willing to work very closely with individual students. A system to recruit, develop and evaluate experience sites has been implemented with much success by the College.

Site Recruitment

Potential sites are recruited in a number of ways. The EBCE Coordinator may look for a specific site in answer to a student's request. For example, a student may request a site where the work of a lawyer may be observed. The Coordinator may call previously made contacts among community lawyers. If the Coordinator does not know any lawyers, he/she may call a member of the EBCE Community Advisory Committee or an HJC staff member. When she/he does receive a name, the Coordinator may ask the person who referred the lawyer to call and introduce the EBCE concept. If the lawyer shows interest, the Coordinator then calls to arrange a personal interview. Sites are also recruited through speaking engagements and only occasionally through "cold calls" by the Coordinator. A recently completed video tape will be used to illustrate the community's role in the program at meetings of community organizations.

Site Development

After initial interest is determined, the Coordinator meets with the potential Resource Person to explain the program in greater depth. At this meeting, if appropriate, the discussion will include specific things a student may observe or do, and site requirements students must meet. This information is compiled into a learning guide, which serves as a student's preliminary orientation to the site, and also prepares the Resource Person for the student's arrival. (See Appendix E for

learning guide format.) The learning guide is filed according to the worker trait system. (Consult Worker Trait Group Guide, Appalachia Educational Laboratory, published by McKnight Publishing Company, for more information about the worker trait group system.)

In some cases, the person first interviewed is not the one who will serve as the student's Resource Person, the person who works directly with the student. The potential Resource Person's commitment is first obtained by the employer, and the Coordinator then completes the learning guide by interviewing the selected Resource Person. When all appropriate site personnel are prepared, a student may be assigned. Each Resource Person is given a Resource Person's Guide which further clarifies the RP's role. The Coordinator also assures the Resource Person of his/her availability to answer questions or deal with specific concerns. (See Appendix F for Resource Person Guide.)

The time between initial site contact and student placement varies greatly. Sometimes negotiations go on for months, while various levels of approval are sought. In smaller organizations, the process can take as little as a week or two. Once the EBCE program has been in operation for a year or so, a large number of experience sites should be documented. HJC has been fortunate to have the very willing and able cooperation of over one hundred community employers. It is wise to develop duplicate sites where possible, so that sites are not used continuously. Duplicates are helpful also when two or more students request the same kind of site.

Site Evaluation

Student feedback plays a large part in the evaluation of an experience site. Students complete site evaluation forms, and the Coordinator through calls and visits monitors the site's effectiveness as a learning experience. Close attention is also paid to the responses by the Resource Person to the evaluation questionnaire. (See Appendix G for Resource Person Questionnaire.)

Employer Concerns

Potential Resource People often have concerns about various facets of the EBCE program. Usually their concerns can be resolved easily, and when they cannot, another site is selected.

One such issue of concern is confidentiality, especially where client transactions are part of the Resource Person's duties. This concern may be resolved by not allowing students access to private conferences without the clients' prior approval. In some cases, students are asked to sign pledges of confidentiality. In other cases, the Resource Person stresses the importance of confidentiality as a part of the job. In a very few instances, the EBCE Coordinator has arranged abbreviated visits to sites where confidentiality has been too great a deterrent to students' learning experiences.

An occasional employer concern has been the time that is necessary to devote to EBCE students. When the ten hours required per week are divided into two, three or four segments, employers are usually satisfied, especially since multiple days give students a much more realistic idea of worksite activities. However, ten hours per week is a sizeable commitment, and if employers are understandably reluctant to give that amount of time, the student's best interests may be better served elsewhere.

Insurance and liability are questions which arise from time to time. Full-time students are covered by the College's 24 hour accident policy. Employer liability is the same for a student as it is for a visitor touring the employer site.

The Student (See Appendix H, Student Management System)

At the high school level, EBCE proved immensely attractive to students, since they were freed for long periods of time from the confines of school property. At the college level, such obvious benefits are not readily apparent, and potential students must first be attracted, then presented with a smooth running, efficient system. College students are after all paying for their education, and their time is valuable.

Student Recruitment

To make potential students aware of the EBCE program, several techniques are used. The counseling staff is delighted to have EBCE to offer the undecided, the frequent program-changer, and the intermittent student. Articles and advertisements are placed in College and community publications.

A brochure which highlights the program is displayed with other College publications throughout the community. Local high schools are visited yearly. A slide tape program demonstrates the elements of the program to prospective students. Radio and press interviews are given, where possible, featuring current and former EBCE students. Cards which say in part, "Wish you could sample careers before you decide?" are mailed to high school seniors and displayed around the campus. To attract adult students, presentations are made to various community groups.

Entry Interview

Each potential EBCE student is interviewed by the Coordinator, who explains the details of the program and determines what each student's career interests are. Some students come prepared with several career options they would like to explore. Others are given abbreviated interest inventories and talk with the Coordinator about possible interest areas. Students are informed of the ten hour per week minimum, and of the required weekly meeting with the Career Exploration instructor. They are also told of the Career Planning course requirement, and of the optional academic offerings. The students then choose a site they would like to begin with, if they are ready to decide. Students are then permitted to complete their registration.

Orientation

On the first day of classes, EBCE students meet for a group orientation. At that time, the student syllabus is reviewed in careful detail (see Appendix A for Student Syllabus), and students are trained in the use of the inquiry method which will be used in all their career exploration assignments. They are given details about their first community site, and they choose the time for their weekly appointment with the Career Exploration instructor. They will meet twice more as a group in the Career Exploration class, once at midterm and at the end of the semester when they will complete a program evaluation and record their future career plans.

Placement

EBCE students at MJC spend a minimum of ten hours per week exploring careers of their choice in the community. Three to five weeks are spent with each career interest, during which they are paired with a Community Resource Person to observe and get hands-on experience with various job duties.

Career Exploration Course Requirements

While at each site, students complete individualized assignments for their college instructors, and at the end of the experience students are placed with another site. By the end of one semester (15 weeks), they will have explored 3, 4, or 5 careers and are much better able to make informed career choices.

At each experience site, students are required to complete three learning objectives and a fourth objective of their choice. The three required activities are site organization, career-related information, and a two part site evaluation. Each activity is written using the inquiry method, where students begin with an objective and progress through information gathering to analysis, synthesis and communication (submitting completed work).

The fourth required topic at each site may be chosen from a list and is written up by the instructor as a learning activity. Students may elect to substitute a special site project for the fourth topic. If for instance a student working with an elementary school teacher plans and delivers a lesson, that may be written up and submitted for credit.

Students are encouraged, though not required, to keep a journal detailing their day-to-day experiences and thoughts. They are also urged to send notes of appreciation to their Resource People.

No examinations are given as part of the Career Exploration course. Evaluation is done on an ongoing basis, with evaluation criteria specified in each learning activity, as well as specified site requirements set down in the course syllabus.

EBCE students enrolled in the one credit Career Planning course are closely monitored and conferences between the Career Planning and Career Exploration instructors are ongoing. This is true also of the students who have elected to take one of the individualized academic courses. The EBCE Coordinator makes sure that the academic instructors are informed of each student's site placement and the exploration opportunities it affords.

Completion and Follow-up

At the end of the EBCE semester, students complete a Career Plan, a program evaluation and state their next steps. Former EBCE students are surveyed one year following their EBCE semester to determine how they are progressing toward their career goals and how they view their EBCE experience from the perspective of one year's time.

Program Management

To insure a smoothly functioning EBCE program, a management structure should be developed and adhered to. The framework for accomplishing management goals is a management plan, completed at least yearly. The plan should include objectives, activities, completion dates, responsible persons, and evaluation criteria.

Certainly the major elements, Curriculum, Community, and Students, should be addressed in the management plan. Other considerations should be student selection and registration procedures, staffing concerns, staff communication links, program evaluation and budgetary allocations.

Selection and Registration

Program staff may wish to design a selection procedure to help insure program credibility. For instance, a decision might be made on whether to accept students on academic probation, or whether to limit the number of credits an EBCE student may take. Although exceptions may be made, and new situations develop, selection criteria can be very helpful to staff who will operate the program.

Registration procedures should be worked out which insure that EBCE staff know who is entering the EBCE program. At HJC, the EBCE Coordinator must sign a student's pre-registration advisement form. Procedure should also be established for entry into the individualized academic courses. EBCE students at HJC register in a regular section of English 101, for example, but convert the class to a tutorial by completing a special form.

Staffing

Staffing of the program will of course vary as individual colleges choose. Ideally, a three-quarter to full-time coordinator should be designated for a six month development period. Half-time clerical help for this period is also necessary. The Coordinator should have good communications and management skills and be familiar with the community.

After the program has been developed, two professional staff could operate the program on a quarter to half-time basis. The duties could be divided several ways, but the most appropriate way seems to be a division between community and campus activities.

Communication Links

Keeping the entire college staff informed about the program's status and progress is not an easy task. That is why the management plan should address this issue by setting up mechanisms for informing divisions, administrators, and other appropriate staff. There are several good reasons for this approach, and one of the best is that many college personnel make ideal Community Resource People for EBCE students.

Evaluation

Early in the program's development, an evaluation strategy should be designed. Data will be gathered from students, staff and Community Resource People. How will the data be used? What criteria will be used to determine program success? Who will serve as program evaluators, internally and perhaps externally as well?

Budget

EBCE does not have to be an expensive proposition. To be sure, to hire an extra full-time Coordinator might be desirable, but it is not necessary, particularly if there are staff people enthusiastic about the concept. If counselors or other staff members can be granted release time, the program can operate quite well.

Clerical support, office supplies, and mileage reimbursement are expenses to be considered, but they need not be prohibitive.

Special Program Features

Community Advisory Committee

One of the most useful elements of HJC's EBCE program is its Community Advisory Committee. Composed of fifteen to twenty people from area businesses and organizations, the Advisory Committee serves several functions. The members act as referral sources for experience sites, thus multiplying potential student placements. The Committee also works to recruit students by helping to publicize the program. In its quarterly meetings, the Committee provides invaluable advice regarding the direction the program takes.

End-of-year Reception

Each spring, the Community Advisory Committee hosts a reception to thank employers who have served as Resource People. Students are also invited to this reception, and have a chance to renew friendships with their former Resource People.

Maryland Career Information System

Hagerstown Junior College is connected by computer terminal to the Maryland Career Information System. Students may use this system to learn more about specific careers and how to prepare for them. Although the terminal is available to all students, EBCE students find the system particularly helpful.

Flexibility

One of EBCE's greatest strengths is its flexibility. Since it is an individualized program, it can accommodate many quite different types of students, from the high school senior on college release, the young, undecided student, to handicapped, career changers, and returning women. All of these and others have successfully completed the EBCE program.

Special Program Considerations

Full-time Students

Any college which plans to implement a career exploration program should be aware of and prepared for some potential problem areas. For instance, many college students carry full semester loads as well as paid jobs. Even though the program is attractive to them, they can't fit it into their already tight schedules. For these students, perhaps the one credit career planning seminar would be a good beginning. After that experience, they may be prepared to spend the time necessary to further explore careers.

Student Concerns

Some EBCE students expect every site placement to be filled with exciting, glamorous activities. Careful orientation and monitoring can offset those unrealistic expectations. The same solution, orientation and monitoring, must be used with students whose self discipline could stand improvement.

For the most part, EBCE students are superior in their motivation, responsibility and independence. Many have been offered paid jobs by their Resource People, and some have themselves served as Resource People. Although these students are obviously the easiest and most pleasurable to work with, other less motivated and responsible students can mature greatly while in the program.

Sex Role Stereotyping	As sites are recruited and students are placed, sex role stereotyping in career choice must be dealt with. Female students in particular should be encouraged to explore nontraditional careers. It is also very helpful to have as Resource People both women and men in as many different careers as possible. Increasing numbers of employers welcome the opportunity to show their careers to students of both sexes.
Academic Component	The individualized academic course offerings can be a very exciting and worthwhile facet of an EBCE program. Care should be taken to choose faculty members who enjoy working individually with students and who are enthusiastic about alternative methods of instruction. With a core group of four or five faculty members, training might be sought for designing course objectives and inquiry-based learning activities.
Internal Steering Committee	It is of great importance to establish a campus steering committee during the planning stages of the program. Key faculty and staff members can serve as program advisers as well as information conduits.
Administrative Support	Enrollment in an EBCE program builds slowly, particularly during the Spring semester. Administrative support is imperative for a definite trial period, perhaps three years. Criteria should also be set for continuation of the program after the trial period has been completed.

CHECKLIST FOR REPLICATION

Before program planning begins, it would be quite helpful to conduct an informal feasibility study. The study would serve two purposes: to give planners valuable information and to begin the process of faculty and staff familiarization with the concept of community based career exploration. Elements that should be included in the study are:

1. Examine the structure of the institution

   - Is there administrative support for a program of this type?
   - Are administrators able/willing to grant release time or to realign responsibilities for program development?
   - Is there an understanding of the concept of career exploration and a commitment to experiential education?
   - Does the institution have ongoing ties with the community?
   - Is there a natural place, physically and organizationally, to house the program?
   - Is there sufficient staff to coordinate and operate the program?
   - Is there sufficient clerical support?

2. Examine your community structure.

   - Is there a wide variety of business and industry within your college service area? Variety is more important than a few very large industries. Check the Yellow Pages and consult the Chamber of Commerce. Don't overlook the public sector, e.g., hospitals, prisons, or schools. Contact a few community leaders to ask for their opinion and support.
   - What are the public schools in the area doing in regard to career education? Would they be interested in a cooperative effort?
   - What role will a Community Advisory Committee play and who will be asked to serve?

3. Examine your student profile.

   - Do many of your students change majors frequently?

- Do you have many adult students, particularly women, returning to college?
- Are many of your entering freshmen undecided about their career plans?

When the feasibility study has been completed, a decision can be made whether or not to begin the next stage, program development and implementation. The steps for implementation will be categorized into the three major elements of the system, but in many cases, activities may be undertaken concurrently.

Implementation Plan

1. Management and Staffing

   a. Appoint an internal steering committee.
   b. Design the system, using information from the feasibility study to meet your particular needs.
   c. Develop a management plan, detailing objectives, activities, time parameters and responsible persons. Include objectives for an evaluation design.
   d. Designate personnel responsible for program development and implementation.

2. Curriculum

   a. Design, if appropriate, a vehicle such as the three credit career exploration course. This will provide necessary structure for the exploration component of the program.
   b. Design a career planning course or adapt your current career planning seminar to accommodate EBCE students.
   c. If the inquiry-based academic model is to be used, locate and arrange training for faculty members.

3. Community

   a. Establish a community advisory committee. Try to get representatives from a wide variety of businesses and industries, the Chamber of Commerce and the public schools. Convene the first meeting and ask for help in beginning site development.

   b. Begin site development by contacting a few major employers to determine their willingness to participate. Detailed site development may be done in such career areas as data processing, law, finance, sales, education and social services. It is not necessary

to completely develop hundreds of sites before the program becomes operational, since student interests will determine site development efforts.

4. Students

a. Design a student management system. This may include a selection procedure and special arrangements in regard to the individualized academic courses.
b. Begin student recruitment. Prepare a special orientation for the counseling staff since many student referrals will come from this area. Place ads in newspapers, do a news release or article, do radio interviews, and post campus notices.
c. Conduct a one semester pilot program with no more than five students.
d. Reassess and modify program elements where necessary.
e. Begin full program implementation.

CONCLUSION

As colleges plan courses and programs for the future, increasing emphasis will be placed on strategies for attracting and working with new student populations: adults, career changers, handicapped, homemakers in transition, and others. At the same time, many colleges are forming educational partnerships with their communities to increase and enhance off-campus learning opportunities.

Experience Based Career Education fits very naturally into this mode, both from a student and a community perspective. Hagerstown Junior College has found the program to be a valuable option for its students, as well as an effective use of community resources.

It is hoped that this program manual will assist those colleges who wish to implement a similar career exploration strategy. If the staff of HJC can be of further help, please feel free to contact us.

COURSE SYLLABUS DOCUMENT
Career Exploration

Course Objectives:

Group I: Each of the following objectives must be completed at every experience site:

A. The student will determine how the experience site is organized and how the resource person fits into that organization.

B. The student will determine the relevant career factors for the Resource Person's occupation.

C. The student will determine the extent to which the site placement has met personal needs, interests and abilities.

Group II: The student and the instructor will select at least one additional objective or special project to be completed at each site. These objectives may be chosen from the following:

D. The student will be able to determine types of behavior and attitudes expected of successful employees by employers at the experience site.

E. The student will be able to identify benefits and benefit programs related to a specified employer site.

F. The student will determine the specified methods for obtaining employment at the experience site.

G. In a specified situation, the student will be able to determine and/or identify what types or kinds of learned skills may be transferred to which other jobs.

H. The student will be able to identify and/or determine personal adaptations necessary in a specified situation and the degree to which he/she is prepared to make those adaptations.

I. The student will be able to determine and/or identify ways to assess his/her interest and aptitudes in relation to a specified work situation.

J. The student will be able to determine safety precautions, and/or pertinent rules, and/or general physical conditions under which work must be performed in a specified situation.

K. The student will be able to determine and/or identify sources which project future labor market trends for a given career area.

L. The student will be able to determine and/or identify advantages and disadvantages of membership in professional and union groups in specified situations.

M. The student will be able to identify and determine his/her ideas regarding sex role stereotyping and measures being taken to eliminate sex role stereotyping in a specified situation.

N. The student will be able to determine and/or identify how state and federal governments relate to work in terms of labor laws and taxation in specified situations.

O. The student will be able to determine and/or identify types of behavior usually associated with job security in a specified situation.

P. The student will be able to determine and/or identify types of behavior that generally cause satisfying upward mobility and horizontal movement within an employer site in a specified manner.

Q. The student will identify the "burnout" factor and determine its causes, effects and possible solutions.

Group III - Special Projects: With the instructor's permission, the student may complete a special project to substitute for the required additional objective. Students must choose to complete a special project or an additional objective (D - Q) at every site. Special projects may involve the written reporting of special activities at the site. For example, if a student is exploring a site in teacher education, the student might plan and deliver a lesson and then submit this as a special project. This should be negotiated no later than the student's second week at the site.

FALL 1981

CAREER PLANNING

STU 102D
Tuesday 11:00-12:00 (Room C-13)

Instructor: Diane Weaver
Office: C-13
Phone: 790-2800, Extension 279

INTRODUCTION

The Career Planning course is designed to help students make career decisions. To make an informed career choice, a person must consider interests, values, skills and life style preference. The student must also be able to research information regarding potential careers: necessary education; job outlook; training opportunities, and much more. The student should know how to use a decisionmaking process, as well as planning and goal setting strategies.

This course will require regular attendance, class participation, and completion of assigned work.

Suggested books for the course are:

Career Search, Elwood Chapman
What Color Is Your Parachute?, Richard Nelson Bolles
Career Planning, Freedom to Choose, Bruce Shertzer

These are available in the campus bookstore and on reserve in the Career Planning Center, LRC.

GRADING POLICY

A
- Attend all class sessions
- Participate in class discussions and assignments
- Complete and submit all assigned work to instructor. Work must be completed and on time when submitted
- Meet individually with instructor to discuss career plans

B
- Attend class sessions, with no more than two absences
- Participate in class discussions and assignments
- Complete and submit all assigned work to instructor. Work must be submitted on time
- Meet individually with instructor to discuss career plans

C
- Attend class sessions, with no more than three absences
- Participate in class discussions and assignments
- Complete and submit all assigned work to instructor
- Meet individually with instructor to discuss career plans

D
- None will be given

F
- Miss more than three class sessions
- Fail to participate in class discussions and assignments
- Neglect to submit assigned work
- Neglect to meet individually with instructor to discuss career plans

COURSE OVERVIEW

September 8	Introduction to Course Course Requirements Elements of Career Planning Student Goals Assignment: Career Autobiography
September 15	Interest Inventory
September 22	Theories of Occupational Choice Interests Career Autobiography Due
September 29	Skills and Abilities
October 5	Values
October 12	Review Interest Inventory Research Skills Research Forms
October 19	Meet in LRC - Use of Research Materials Assignment: Career Research - Due November 9
October 26	LRC - Career Research
November 2	Life Style
November 9	Career Research Due Occupational Question Sheet
November 16	Synthesizing Elements of Career Planning
November 23	Decisionmaking and Goal Setting
November 30	Career Action Plan
December 7	Individual Meetings with Instructor
December 14	Final Meeting; Course Evaluation

Human Growth and Development for the EBCE Student

Developed by Vaughn Crowl,
Associate Professor of Psychology
(Excerpts)

Introduction

Human Growth and Development is a multi-dimensional experience of process development with those who are directly developing through the processes outlined in the objectives of the lessons. Each lesson is a process/content experience with a designated objective.

Evaluation

Completion of 26-28 lessons.	A
" " 22-25 "	B
" " 17-21 "	C
" " 15-16 "	D
" " less than 15 lessons.	F

Lesson 1

Objective: To understand the preparation necessary for family centered childbirth.

Activity: Visit the nursery at Washington County Hospital and make arrangements to sit in on prepared childbirth classes.

Interview one couple who has experienced family centered childbirth.

Discuss results with instructor.

Lesson 2

Objective: To understand biological and environmental factors significant in pre-natal development.

Activity: Make arrangements to view "The Beginning of Life", from our Biology department, with one of the science faculty.

Read chapter 3 in Developmental Psychology by Gardner.

Visit any Ob-Gyn office and obtain literature about pre-natal care.

Integrate literature with film.

Lesson 3

Objective: Understand neonatal processes

Activity: Discuss the following terms or concepts with a nursing student who has completed pediatric nursing. (The names of these students are available from nursing faculty).

1. neonate
2. APGAR test
3. PKU
4. reflex
5. irregular sleep
6. visual accommodation
7. colic
8. fretful cry
9. habituation
10. SIDS
11. readiness
12. myelination
13. maturation
14. locomotion
15. DQ tests
16. prehension
17. ambidextrous
18. scribbling
19. attachment and bond
20. breast feeding and bottle feeding

Lesson 4

Objective: Understand and apply Piaget's theory conceptually.

Activity: Visit Robinwood Day Care Center
Observe the following after reading section on Piaget in Developmental Psychology:

Organization
adaptation
assimilation
accommodation
equilibration
short term memory

long term memory
object permanence
perceptual constancy
sensorimotor stage
pre-operational stage

Give specific examples

Submit copy to instructor.

Lesson 5

Objective: To understand early personality and social development.

Activity: Read section of text on Freud, Erickson, Lorenz, and Harlow.

Discuss theories with instructor.

Lesson 6

Objective: To identify specific applications of early personality research and theory in an applied setting.

Activity: Visit Washington County Child Development Center. Arrange to observe various levels of pre-school development. Specifically note:

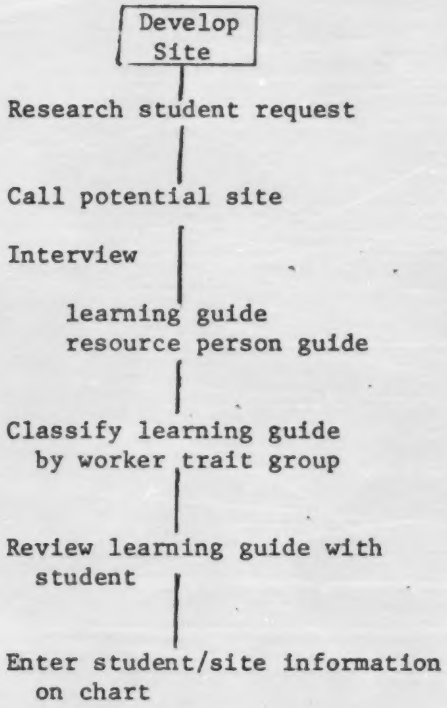
critical period
imprinting
smile response
fear response
emotional susceptibility
hedonistic principle
contest comfort
oral stage
basic trust
exploratory play
manipulative play

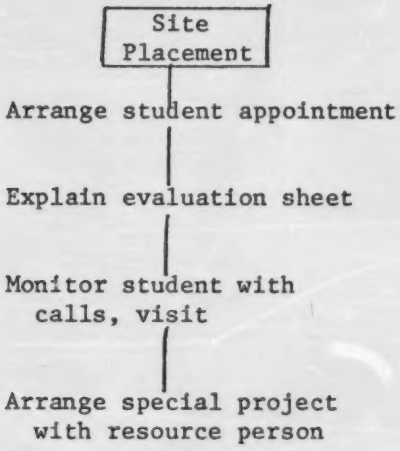
Record observations in notebook.

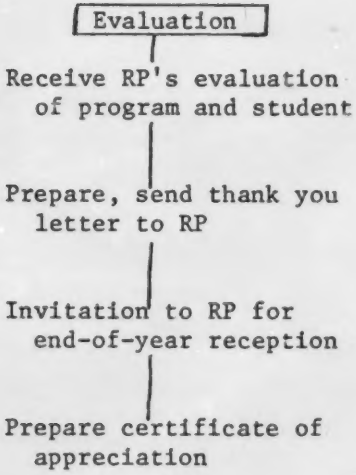
Hagerstown Junior College

EBCE

SITE MANAGEMENT SYSTEM






Evaluation
Receive RP's evaluation of program and student
Prepare, send thank you letter to RP
Invitation to RP for end-of-year reception
Prepare certificate of appreciation

Appendix D

WTG # 25

WTG # _____

EBCE SITE LEARNING GUIDE

Use

Name of Experience Site _____

Address _____

Directions _____

_____

Parking _____ Lunch Facilities _____

Primary Contact Person _____ Phone _____

# of students at one time _____ Site referred by _____

Special restrictions _____

Dress _____ Smoking _____

General description of site _____

_____

_____

_____

_____

Name of RP _____ WTG _____

Job Title and Department _____

Work Hours/Special _____

Resource Person Job Description _____

_____

_____

_____

_____

_____

Other Comments _____

_____

EBCE 6/80 (AEL Adaptation)

To be filled out on each resource person

WHAT MAY STUDENT OBSERVE WHILE PLACED IN THIS WORK SITUATION WITH THIS RESOURCE PERSON?

WHAT MAY STUDENT DO (HANDS ON) WITH NO PRE-REQUISITE SKILLS WHILE IN THIS WORK SITUATION WITH THIS RESOURCE PERSON?

WHAT MAY STUDENT DO WITH COMPETENCY (DESCRIBE THE BASIC SKILLS AND GIVE COMPETENCY LEVEL NEEDED)

SPECIAL KINDS OF POSSIBLE STUDENT INVOLVEMENT SUCH AS DISCUSSIONS, DEMONSTRATIONS, AND TUTORING IN WHICH RESOURCE PERSON WILL PARTICIPATE

HAGERSTOWN JUNIOR COLLEGE

Experience Based Career Education

Guide for Resource Persons

Introduction

The direct experience of working with the community's employed persons as they perform their daily activities is the key to an EBCE program. By being placed with different persons in various occupations, EBCE students get a better understanding of what the world of work is all about, as well as information about specific careers. This rich experience is made possible because of the Resource Person (RP) - the individual with whom a student is placed while at the experience site. Since the RP plays such an important role, it is hoped that this guide will make it easier for RPs to understand the intent of EBCE and their very significant contributions to its success. This guide will attempt to answer questions you as a Resource Person have about your role. The HJC EBCE Coordinator is always available to answer additional questions.

Most Often Asked Questions

Q. WHO ARE RESOURCE PERSONS?

A. Resource Persons are any individuals who have direct responsibility for students in the Experience Based Career Education (EBCE) program at a particular job site. They are called "Resource Persons" because they are the major source of knowledge or resource for the students they help.

Q. EXACTLY WHAT IS EXPERIENCE BASED CAREER EDUCATION?

A. EBCE is an alternative approach to the regular classroom. The key words in EBCE are "experience and career". Students in EBCE gain experience in a variety of jobs in order to better decide what they want to do and what they can do when selecting a career.

In addition to attending classes, students in this program look over the many different types of jobs in the community and by looking at their interest and aptitudes, choose occupations and work situations they would like to know more about. They spend a minimum of 10 hours per week for 3 to 5 weeks at each site selected, in order to learn various aspects of the work situation. While at their placement, they also complete projects for their college instructors in order to earn academic credit.

Q. WHAT KINDS OF ACADEMIC COURSES WILL STUDENTS TAKE? AND HOW DO I FIT IN?

A. Students may enroll in special individualized courses which might include English, Psychology, Communications, or Business Organization and Management. They are required to take Career Development and a course called Career Exploration. These courses will be taught on an individual basis. Instructors, in cooperation with students, will develop projects called learning activities. Many projects are designed to be completed by the student while at a particular site. Others may be built around other resources such as books, pamphlets, magazines, or other community resources. In any case, input from the RP as to suggestions on current projects or ideas for new projects is encouraged. One of the most important aspects of a project is that the student is learning and applying knowledge in a "real" rather than an "artificial" situation.

Q. HOW WILL STUDENTS' TIME BE DIVIDED BETWEEN THE PLACEMENT SITE AND THE HJC CAMPUS?

A. Students will spend a minimum of 10 hours per week at their placement sites. On campus days, students will spend time with their instructors and participate in small group activities. They will also use college resources to help them complete assignments.

Q. WHAT IS THE DIFFERENCE BETWEEN EBCE AND VOCATIONAL TRAINING?

A. Most people are familiar with vocational education and tend to see EBCE as something like it. EBCE, while having some of the same characteristics, is much broader. The main purpose of vocational education is to teach a student a specific skill; EBCE's purpose is to allow a student to learn what it's like to work and therefore, be better able to make satisfying career decisions. Vocational education, then, is essentially training for a particular skill while EBCE is the exploration and investigation of careers for better determination of the work students may want to pursue as well as the learning of particular skills.

Q. HOW WILL STUDENTS FIND OUT ABOUT MY JOB?

A. In several different ways - the Career Exploration Course guides students through their site placements with learning activities directly related to those placements. In addition, students' other courses may offer opportunities to learn more about a specific job. However, all that students can or may learn cannot be preplanned. A great deal of

valuable and exciting learning takes place while students are observing or performing "hands-on" tasks. Sometimes these experiences are documented and further use made of them. But whether all of these experiences are captured or not, they are considered to be a very important aspect of the student's placement.

Q. WHAT EXACTLY AM I SUPPOSED TO DO WITH THE STUDENT?

A. There are four things you can do which will greatly assist the student in finding out about your job. The first is to help the student with questions he or she might have relating to assigned learning activities. You are not expected to do work for the student. Second, you may be able to help a student with an assigned project. If so, the student will ask for your assistance. If you have any suggestions for a project for a student, be sure to tell the student or the HJC EBCE Coordinator. Third, you can complete the "Student Evaluation Form" which will be given to you by the EBCE Coordinator. This form allows you to indicate a student's progress and attendance. Fourth, you can provide the student with any information relating to your occupation. Feel free to introduce the student to as many different aspects of your job as possible. You may allow a student to observe, do "hands-on" work or discuss any aspect of your work with the student.

Q. WHAT IF A PROBLEM COMES UP?

A. Feel free to call the EBCE Coordinator if difficulties of any kind should develop between you and your student. The EBCE Coordinator is available to give aid and advice whenever it is needed, whether the problem involves learning ability, working ability, or personalities. If a problem cannot be worked out to your satisfaction, the placement can be terminated.

Q. WHAT IF A STUDENT HAS LEARNED ALL HE OR SHE CAN ABOUT MY JOB FOR NOW?

A. If your student has what you feel is a good understanding of all you can demonstrate, don't hesitate to call the EBCE Coordinator. There is no need for either of you to unnecessarily repeat ground already covered, and the student may benefit more by moving to a different work situation.

Q. WHAT KIND OF FEEDBACK WILL I GET ABOUT MY ROLE AS A RESOURCE PERSON?

A. Resource Persons and the EBCE Coordinator should feel free to call each other at any time to discuss a student's progress and situation. The Coordinator will get input from you through the evaluation sheet you will be filling out. In addition, the EBCE Coordinator will usually call or make a visit to your job site while the student is with you. The EBCE Coordinator may also be in touch with you by letter or in person after the student's placement with you is completed. We are open to any suggestions about further feedback contact. Please let us know your wishes.

By becoming responsible for a portion of a student's education, it is hoped that you will benefit from the knowledge that you have helped a student develop a basis for achieving future life and career goals. Thank you for participating in HJC's Career Exploration program.

July 1981 (AEL Adaptation)

EBCE
Resource Person Questionnaire

As an EBCE Resource Person, your experience with EBCE students and with the program can help Hagerstown Junior College strengthen Experience Based Career Education.

Please note your comments below and return the questionnaire with the Student Evaluation Form. Again, thank you for your valuable contribution to students' career decisionmaking.

1. Did the EBCE Coordinator give you adequate information about the program before a student arrived? If not, what information would be helpful?

2. Was the information given to you by the EBCE Coordinator accurate? If not, please explain.

3. Did the EBCE Coordinator contact you in person or by phone while a student was placed with you?

4. What are your suggestions for improving the EBCE program?

5. Would you be willing to continue your participation in the EBCE program? If not, please give your reasons.

6. Any additional comments.

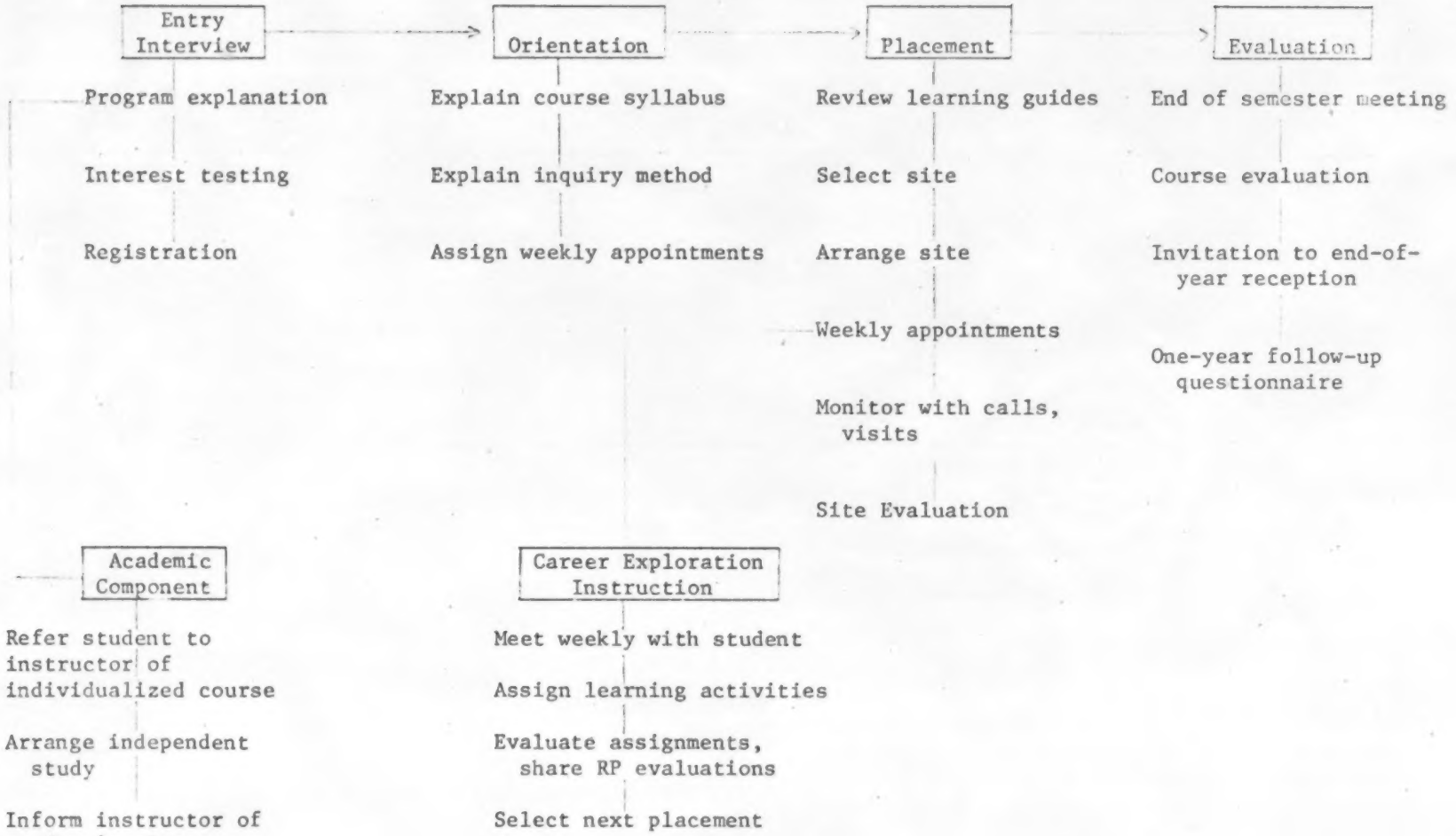
Name _____ Employer site _____ Date _____

EBCE 7/80

Hagerstown Junior College

EBCE

STUDENT MANAGEMENT SYSTEM



STUDENT SYLLABUS AND GUIDE

CAREER EXPLORATION SSC 159

1. Objectives & Topics

The Career Exploration course will provide guidance and structure for your participation in EBCE, and it will help you make the community site experience useful and meaningful. The course will use the inquiry method of learning.

The community site placements serve as the basis for achieving the course objectives. For the semester, students will be expected to be at sites for 150 hourse (about 10 hours per week). In addition, students will be responsible for completing three required objectives and a special project at each site (see topics below). You will meet with the instructor at pre-arranged appointment times to review your work and to construct new learning activities. You will be encouraged to participate in the selection and construction of learning activities which you feel would relate to your career interests and needs.

Required Topics at Each Site

A. Site Organization - How is the business or site organized to meet its purpose, and how does the Resource Person fit into that organization?

B. Career Interest, Education, and Training - How did your RP train for the career? What are its duties, advantages, and disadvantages?

C. Site Evaluation - (a) How did the site meet your needs, interests, and abilities?

(b) Your objective evaluation of the experience site.

Suggested Topics for Special Projects

D. Workers' Attitudes and Relationships - How do workers relate to each other and what are their attitudes toward their careers?

E. Worker Benefits - What kind of salary and fringe benefits could you expect from a career in a particular field?

F. Job Seeking Activities - How does one go about getting a job in a particular career?

G. Skill Transference - What skills learned in one area (career, volunteer, home) can be used in another area?

H. Adaptations to Work Situations - What changes in your expectations would be necessary for this career?

I. Personal Qualities Related to Work Site - What kind of personal qualities should a person have to succeed in this career?

J. Physical Working Conditions - What are the working conditions associated with this career, and do they match your expectations?

K. Labor Market Trends - What will be the future supply and demand for this career?

L. Labor Unions and Professional Groups - What labor unions and/or professional groups exist at the site, and what influence do they have?

M. Sex Role Stereotyping - What is sex role stereotyping and how does it affect this and other careers?

N. Employment Rights of Women - What rights in employment do women have and how do those laws affect women in this career?

O. Labor Laws - What labor laws (state and federal) apply to workers at this site and what is their effect?

P. Job Security - What kinds of standards exist at the job site for job security?

Q. Career Mobility - What opportunities exist at the site for career mobility (horizontal and vertical) and what are rhe requirements for mobility?

R. Burnout - What is burnout? - its causes, effects, and possible solutions.

Note: (1) You may choose to do an optional topic more than once; but if you do, it will not be counted as part of your required work.

(2) At each site, you may select special projects other than those listed. The instructor will discuss this with you.
(3) The suggested topics are summarized above. For each one, the instructor will write a learning activity for you to complete.

II. Evaluation Procedures

A. Each weekly learning activity project will be evaluated on criteria contained in the activity and will be graded on the following scale:

5 - Excellent
4 - Commendable
3 - Satisfactory
2 - Improving
1 - Needs to Improve

B. No examinations will be given. Evaluation of Learning will be done on an ongoing basis. A midterm deficiency notice will be issued based on the following criteria:

1. Student does not turn in activities.

2. Student does not meet the objectives of the learning activities.

3. Student does not attempt to meet minimum course objectives.

Final grades will be based on the following criteria:

A. Student must submit all learning activities on time. All steps of learning activities must be completed according to evaluation criteria. A grade of excellent must be achieved on a majority of learning activities. Student has no unexcused site or instructor-arranged meeting absences. Student attends all group meetings.

B. Student must submit all learning activities on time. All steps of learning activities must be completed according to evaluation criteria. Students must achieve a grade of commendable on a majority of learning activities. Student has no unexcused site or instructor-arranged meeting absences. Student attends all group meetings.

C. Student must submit all learning activities on time. All steps of learning activities must be completed according to evaluation criteria. A grade of satisfactory must be achieved on a majority of learning activities. Unexcused site absences, unexcused absence from instructor-arranged meetings, or unexcused absence from group meetings, will result in an "automatic" "C".

D. No "D's" will be given.

F. A grade of "F" will be given if the student either does not turn in the activities, does not meet the objectives of the learning activities, or does not attempt to meet minimum course objectives, including site attendance.

III. Site Exploration

In order to get maximum benefit from your site placements, you should:

A. Treat the experience site as a job - call the RP if you must be late or absent.

B. Read the learning guide for each site carefully, giving special attention to sections on dress, restrictions, and student participation.

C. If a problem develops between you and the RP or the site, let the instructor know as soon as possible.

D. Although it is not required, it is suggested that you write a note of appreciation to each RP.

IV. General Information

During the semester the instructor will arrange visits to your experience sites to insure that you are receiving maximum benefit from your placements. Each Resource Person will be asked to evaluate your experience. This evaluation will be shared with you. You will be asked to evaluate the effectiveness of the course. Textbooks will include Succeeding in the World of Work and activities for that text. Since each person's learning activities are constructed individually, students will do varying amounts of textbook work. Therefore, it will not be necessary to purchase textbooks; they will be made available for use in the Career Information Center in the Career Programs Building.

If at any time, you have questions or concerns about learning activities or site placement, you are encouraged to contact the instructor. If a problem arises between appointments, do not hesitate to call or visit the instructor. The class will meet as a group three times. These meetings will take place at the beginning, middle, and end of the semester.

All of those involved in EBCE will try their best to help you gain from EBCE. The ideal will be for you to make a career choice. Even if you do not reach this ideal, it is hoped that you will have a much clearer idea of your interests and skills and what you might expect in the world of work.

V. Glossary of Terms

1. Evaluation Criteria - The standards by which each learning activity will be graded.

2. Experience Site - The business or agency at which the student is placed.

3. Inquiry method - A five step process in which a student (1) identifies a problem (objective); (2) gathers data; (3) analyzes data; (4) synthesizes (puts together) data; (5) communicates the findings to the instructor.

4. Learning Activity - A series of activities which are written by the instructor for the student to complete.

5. Learning Objective - The part of the learning activity which explains what should be the end result of the activity; in other words, what the student will learn as a result of doing the activity.

6. Optional Objective - A learning activity to be done at every site.

7. Resource Person (RP) - The employee at an experience site who takes responsibility for a student's activities.

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